

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE HELD ON **THURSDAY, FEBRUARY 4, 2016** AT 6:00 PM IN THE JAMES F. WALSH SCHOOL COMMITTEE ROOM, 5<sup>TH</sup> FLOOR, TOWN HALL. STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members Present: Ms. Ditkoff (Chairman), Ms. Scotto (Vice Chairman), Mr. Chang, Ms. Charlupski, Mr. Glover, Dr. Jackson, Mr. Pollak, Ms. Stone, and Ms. Stram. Also present: Dr. Connelly, Dr. Fischer-Mueller, Dr. Shmukler, Ms. Dunn, Mr. Lummis, Mr. Kahn, and Ms. Coyne.

Others Present: Brookline High School Headmaster Deb Holman, Social Studies Curriculum Coordinator Gary Shiffman, and teachers Malcolm Cawthorne and Kate Leslie; Economic Development Director Kara Brewton, Town Administrator Mel Kleckner, and members of the Board of Selectmen: Chairman Neil Wishinsky, Selectman Bernard Greene, and Selectman Nancy Heller.

## **1. ADMINISTRATIVE BUSINESS**

### **a. Calendar**

Ms. Ditkoff called the meeting to order at 6:00 PM. She noted upcoming events on the calendar.

### **b. Consent Agenda**

#### **ACTION 16-5**

On a motion of Ms. Charlupski and seconded by Ms. Stone, the School Committee VOTED (Mr. Chang, Mr. Glover, Dr. Jackson, and Ms. Stram abstained because they were not at the January 22, 2016 Legislative Breakfast) to approve the items included in the Consent Agenda.

- i. Past Record: January 21, 2016 School Committee Meeting
- ii. Past Record: January 22, 2016 Legislative Breakfast

## **2. SUBCOMMITTEE AND LIAISON REPORTS**

### **a. Finance**

Ms. Stram reported that the next meeting of the Finance Subcommittee will take place on February 12, 2016. The agenda will include an update on FY 2017 budget development and the calendar, including items for discussion at the next Town-School Partnership meeting and review of the first draft of the School Committee Introduction to the FY 2017 budget document.

### **b. Capital Improvements**

Mr. Pollak reported that the Capital Improvements Subcommittee met earlier today to discuss the following: consideration of 9<sup>th</sup> schools site selection next steps, consideration of 2016 Massachusetts School Building Authority Statement of Interest submission decision for either the Brookline High School or 9<sup>th</sup> school project, and further consideration of the draft Public Schools of Brookline Infrastructure and Facility

Plan. The Subcommittee will continue to discuss these items at its next meeting on February 12, 2016.

**c. Curriculum**

**i. Proposed Vote to Approve 2016-2017 Brookline High School Course**

**Catalog Addition: Racial Awareness Seminar**

Brookline High School Headmaster Deb Holman, Social Studies Coordinator Gary Shiffman, and teachers Malcolm Cawthorne and Kate Leslie addressed School Committee questions raised at the January 21, 2016 meeting.

*1. What is the plan for awarding credits? Can the course be considered for elective credit and/or social studies credit? Why or why not?*

*The course will meet twice a week for a full year for 0.5 credits. According to our current graduation requirements, as documented in the handbook and approved by the School Committee, the "Elective" requirement must be met by taking courses in the Visual Arts, Performing Arts, and/or Career and Tech Ed departments. Likewise, our current requirements stipulate that all students must take World History I, World History II, and US History (also a state requirement) to graduate. All Social Studies optional offerings – Psych, Legal Studies, AP Government, Social Justice, etc. – count for generic graduation credit only. In the absence of a revision of the BHS graduation requirements, Racial Awareness would be classified as an optional Social Studies course, subject to the same limitations.*

*2. What will the application look like and what is the purpose of the application?*

*We created an application for Racial Awareness for three main reasons: (1) to ensure that the students who join the class are completely committed to the subject matter of the course, (2) to ensure that students can agree to the special requirements of the class, and (3) to enable us to have a racially balanced class that encourages cross-racial dialogue. This course requires that students are willing to examine their own experiences with race and racism in a deeply personal way. This type of examination causes students to make themselves vulnerable and to be open to new ideas and to change. Not all students are ready for this in 10th grade. We want to ensure that the students who join Racial Awareness are willing and ready to dive into deep – and sometimes difficult – conversations. Furthermore, our Racial Awareness class requires that students complete untraditional assignments, including attending video showings and racial conversation groups once a quarter. Not all students want to commit to these outside activities, and we want to ensure that the students who join Racial Awareness can – and will – do so. Finally, the application allows us to ensure that the class is a diverse group – both in terms of racial background and in terms of gender and other aspects of identity and background. We believe that in order to have the most productive cross-racial conversations, it is ideal to have students who represent a wide range of backgrounds and experiences. The application helps us to try to do so.*

*The format of the application is quite simple. First, it asks students to show their interest and commitment to the class by answering two short-answer questions about why they*

*want to be in the class and what they would contribute. Second, it asks students for some basic demographic information including how students identify in terms of race, gender, and what groups or clubs in school they belong to such as METCO, Steps to Success, African American and Latino Scholars, Asian Pacific American Club, etc. The application is designed to be short enough that it is not intimidating to students, yet in-depth enough that instructors can tell if students really have the desire to be part of the class.*

*3. It was mentioned that a “balance” is being sought for the course. What does that mean? Is the goal 50-50 of white students and students of color? Or some other configuration?*

*As stated above, we believe that ideally the Racial Awareness class will enroll students who represent a range of racial and ethnic backgrounds. We would love to have students each year who identify as White, Black, Latino/Hispanic, East Asian, South Asian, Middle Eastern, Native American, and/or Biracial/Multiracial because this enables students to share their lived experiences with each other in class discussion. It is also valuable to have students who are of different genders, different nationalities, different religions, and who have other aspects of their identity that let them bring new insights into class. However, we hesitate to say that there is a “perfect” configuration or demographic breakdown that we are seeking while reading and evaluating applications. Every year, the pool of applicants will be different, and thus the configuration will likely be different. Ultimately, we are in search of a class of students who are committed to talking about issues of race and racism who also represent a wide range of identities and experiences.*

School Committee members expressed support, but had several questions. Why doesn't this take place in Advisory? Why isn't the course graded? How will we know if the course is successful? Is this the right venue for this course? Are we thinking about how to sustain this course? Staff cautioned against compulsory teaching of this subject and suggested that it might not be fair to attempt to grade a student's progress in this type of course. Students want the opportunity to have these discussions and have asked for this class. Making this a class rather than a club is an indication that the schools feel it is important. It would be difficult to benchmark progress. Dr. Jackson stated that she is supportive, but wants to make sure that this is implemented in a way that is sustainable. Ms. Holman stated that they discussed alternatives (Advisory for all students, a graduation requirement, embedding race and diversity into all courses, a club). This course will inform the conversations going forward. Ms. Scotto agreed with Dr. Jackson on the need for sustainability. She does not feel that the course should be graded. Ms. Ditkoff stated that the School Committee members are impressed with the thoughtfulness of this course. This is incredibly important work and their questions and desire to make sure this is treated institutionally come from a place of support.

**ACTION 16-6**

On a motion of Ms. Charlupski and seconded by Ms. Scotto, the School Committee VOTED UNANIMOUSLY to approve the 2016-2017 Course Catalog Addition: Racial Awareness Seminar, as shown in Attachment A.

**d. Government Relations**

Ms. Stone reported that the Annual Legislative Breakfast was held on January 22, 2016. Senator Creem, Representative Coppinger, Representative Smizik, and legislative staff joined school and town officials to discuss issues and priorities.

**e. Policy Review**

Dr. Jackson reported that the next meeting of the Policy Review Subcommittee will take place on March 24, 2016. The agenda will include continuation of review of the Public Schools of Brookline Physical Restraint Policy.

**f. Superintendent Transition Process**

Dr. Jackson reported on the Superintendent Search process. During December and January, Atlantic Research Partners gathered input from hundreds of community members about the qualities they want in Brookline's next superintendent. Parents, community members, staff, and students participated in five community forums, more than 30 Focus Groups and an online survey. Atlantic Research Partners used this input to create a Leadership Profile that the School Committee has used to help them select candidates to be interviewed.

The application deadline for candidates was January 15<sup>th</sup>. As is customary in superintendent searches, the candidates' names remain confidential at this point in the process. Releasing names of candidates at this early juncture could jeopardize the positions the applicants currently hold. The composition of the applicant pool is:

41% Female  
59% Male  
28% African American  
3% Asian  
66% White  
48% Current, Former or Interim Superintendents

During the week of February 1<sup>st</sup> the Superintendent Search Preliminary Screening Committee held the first round of interviews. The members of the Committee are School Committee Chairman Ditkoff and School Committee members Dr. Jackson, Mr. Chang, and Ms. Charlupski. The Committee hopes to name finalists by the end of the week of February 8<sup>th</sup>.

**g. Additional Liaisons and Updates**

There was nothing to report at this time.

### **3. PUBLIC COMMENT**

The following people spoke in support of timely resolution of an agreement with the Brookline Educators Union (BEU) that will address the BEU's issues: Jessica Wender-Shubow, President of the Brookline Educators Union; Jill Dempsey, Lawrence teacher; Stephen Whalen, parent; Charles Deily, Lawrence teacher; Dan Arroyo, Brookline High School teacher; Kathy Hitchcok, Brookline High School teacher and resident; Toby Raybould, Pierce parent; Robert Grant, Brookline High School teacher and resident; Hadi Bagheri, Pierce parent; Alex Borns-Weil, former Lawrence parent and Heath teacher; Ted Lewis, parent; Keith Duclos, Pierce parent; Craig Haller, Special Education Parent Advisory Council (SEPAC) Co-Chairman; Michael Wolf, Heath parent; Lisa Soltano, Heath parent and Driscoll teacher; Barbara Larson, Runkle parent; Lauren Bernard, Devotion parent, Director of Devotion After School Program, and Town Meeting Member Precinct 8.

Speakers noted the following: number of hours teachers work outside of the classroom; amount of money teachers spend on classroom supplies; teachers nurture, love and protect the children and were there for them during the recent act of violence near the Pierce School; moved to Brookline primarily for the schools; new initiatives and requirements have taken over planning time; loss of planning time has negatively impacted teaching and learning; paraprofessionals have the same responsibilities as teachers and yet make significantly less; teachers feel disrespected; our teachers are excellent and deeply committed; our schools are overcrowded and the teachers don't have the necessary supplies; in addition to classroom responsibilities, teachers write letters of recommendation, coach teams, chaperone trips, etc.; need to put student learning first and give teachers time to collaborate, plan, and reflect on student learning; teaching is complex; new initiatives/requirements have increased paperwork; need to show respect for the teachers and treat them as partners; concerned our teachers will become alienated and go elsewhere; need to keep paraprofessionals' salaries competitive with other districts; paraprofessionals work with our most vulnerable populations and need to be trained in behavioral, health and safety, and educational issues; teachers are at a tipping point because of a confluence of factors, including increased enrollment, state and federal mandates, new curriculum frameworks, state initiatives such as Rethinking Equity and Teaching for English Language Learners, Bullying Prevention, and the teacher evaluation system; teachers are expected to do more with less time; negotiations are done in closed session; the public should know what is going on; paraprofessionals earn less than Devotion after school teachers and need to work multiple jobs; the contract needs to protect time with students; teachers do not feel valued.

Ms. Stone, who is Chairman of the School Negotiations Subcommittee, stated that she appreciates everything that has been said this evening. She is unable to comment on specifics because the standard procedure in the state is to handle union negotiations in closed-door sessions in accordance with Open Meeting Law. We have been in active negotiations since the last contract expired, with a brief hiatus around the time of the override campaign, and are hoping to come to resolution soon. There is no disagreement about the seriousness of the issues facing the Brookline schools and there is no

disagreement about the seriousness of the issues that have been raised in contract negotiations. The only disagreement is about how best to address each issue. They will continue to work to find necessary middle ground and hope that they have the support of the community to reach that point.

#### **4. INTERIM SUPERINTENDENT'S REPORT**

Dr. Connelly provided the following report:

##### **1. MSBA – Use of the Devotion School Education Plan as a Statewide Model**

*Last week, I was notified by John Jumpe, Director of Project Management for MSBA that the Devotion School “Educational Plan” had been shared with other school districts as a model they could use as they develop their Educational Plans. John Jumpe also indicated MSBA is developing a website for educational planning resources and requested Brookline’s permission to post the Devotion project’s Educational Plan on this website as a model educational plan to be made available to all school districts throughout the Commonwealth. I indicated Brookline would be very willing to have the Devotion Educational Plan highlighted on the MSBA website. Special thanks to Deputy Superintendent for Teaching and Learning, Jennifer Fischer-Mueller for her outstanding contribution to the development of the Devotion Educational Plan. (See attached MSBA letter.)*

##### **2. MSBA Reminder and Related Correspondence**

*Enclosed you will find a reminder from MSBA regarding the process and timeline for filing an SOI in 2016. The important submission deadlines are as follows:*

###### **MSBA Deadlines**

- Accelerated Repair Program (ARP) February 12, 2016
- CORE Program April 8, 2016

*Also enclosed are the following related correspondences involving the BHS expansion and renovation project and the pending decision on submitting an SOI to MSBA in 2016:*

- Position paper from Melvin Kleckner, Town Administrator
- Letter from Homeowners on Brington Road supporting the use of 111 Cypress Street property for the BHS expansion project.

##### **3. 30 Webster Street (Devotion School’s temporary site for K-4) Traffic Flow and Parking Plan.**

*Enclosed you will find letters recently submitted to Stanley Usovicz of Verizon Government Affairs Office and Todd Kirrane, Transportation Administrator for the Town of Brookline. The letter to Mr. Usovicz requests access to a portion of Verizon’s 37 Marion Street property to construct a walking pathway from Marion Street to the rear playground at 30 Webster Street. This pathway would be used by the K-4 students during AM arrival and PM dismissal. This would allow use of Marion Street as a parent drop-off and pick-up zone, greatly improving our parking plan to this temporary K-4 school. I am pleased to report Mr. Stanley Usovicz*

*contacted me last week and indicated Verizon had approved our request, subject to working out the “conditions of use” legal agreement.*

*The second letter, to Mr. Kirrane, requests approval of the Transportation Board for 30 parking spaces in the Center Street parking lot be made available to Devotion staff for daytime (7:30 a.m. - 3:00 p.m.) parking during the two year period the Devotion School is under construction. In the letter, I explain every attempt is being made to eliminate staff parking in and around the Devotion School construction site.*

*Mr. Kirrane has indicated we will be scheduled to go before the Transportation Board in March. In the meantime, he suggested we speak with the Coolidge Corner Merchants’ Association regarding this request prior to the Transportation Board March meeting. Kara Brewton is attempting to schedule this meeting with the Merchants’ Association.*

**4. Lawrence and Pierce School Principal Search Update**

*Deadline for applications closed on Friday, January 29<sup>th</sup>. I am pleased to report the following detail regarding our posting for these two principalship vacancies:*

**Lawrence School**

- *37 total applicants*
- *Approximately 50 / 50 male / female*
- *Approximately 20% applicants of color*

**Pierce School**

- *41 total applicants*
- *Approximately 50 / 50 male / female*
- *Approximately 20% applicants of color*

*During the past two weeks eight (8) separate Focus Groups were held (4 per school) involving the staff and parents of each school community. As a result of these Focus Groups, we were able to develop a specific “Leadership Profile” to be used by each Search Committee as they examine application packets and interview candidates. Over the next three weeks, each Search Committee will select candidates to be interviewed, interview candidates and select 3 or 4 candidates to advance in the search process, which will include a second round of interviews with the Senior Staff, reference checks and possible site visits. Our goal is to have the preferred candidate for each school selected by March 22<sup>nd</sup>.*

**5. FY2016 Reorganization Design and Non-Aligned Salary Review.**

*The Organization Chart approved by the Brookline School Committee for FY16 called for the following new or restructured positions:*

<u>Department</u>	<u>Position</u>	<u>Hiring Status</u>
<u>Teaching and Learning</u>	<ul style="list-style-type: none"> <li>Senior Director for Teaching and Learning</li> <li>Senior Director of Programs *</li> </ul>	<p>Interviews in progress</p> <p>Interviews in progress</p>
<u>Student Services</u>	<ul style="list-style-type: none"> <li>Special Education Admin. for Specialized Programming</li> </ul>	<p>Wendy Ryder August 2015</p>
<u>Administration and Finance</u>	<ul style="list-style-type: none"> <li>Director of Operations **</li> </ul>	<p>Matthew Gillis February 11, 2016 Start Date</p>
<u>Special Assistant for Strategy and Performance</u>	<ul style="list-style-type: none"> <li>Planning &amp; Communications Specialist</li> <li>Data Quality Specialist</li> </ul>	<p>Ben Lummis August 2015</p> <p>Interviews in progress</p> <p>Interviews in progress</p>

\*Restructured Position

\*\*Upgrade of Manager of Building Services Position

*Enclosed is an information packet produced by Elaine O'Sullivan, Director of Human Resources which provides job descriptions of each new or restructured position and recommended salary ranges for the unfilled Senior Director positions. Due to the fact Brookline has several current or pending K-8 principal vacancies, Elaine has also developed a recommended salary range for principals. All of the material included in Human Resources Director O'Sullivan's report has been reviewed and is supported by Brookline's Senior Staff.*

**6. Student Achievement – Perfect Score**

*We have been notified by the College Board that Paula Garcia-Galindo, BHS Class of 2016, has received a perfect score on the AP Spanish Language and Culture Exam administered in May of 2015. Paula's performance on this Advanced Placement exam places her in a very select category. She is one of only 55 students in the world to earn every point possible on each portion of this exam. We extend our sincere congratulations to Paula on this exceptional achievement. I am in the process of having a PSB Certificate of Recognition made for Paula Garcia-Galindo. I would like to present it to her at an upcoming School Committee meeting.*



**5. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES**  
**a. Status Update and Further Discussion of 9<sup>th</sup> School Site Analysis and Timeline**

**(Joint meeting of the School Committee and Board of Selectmen)**

The Joint Meeting of the Board of Selectmen and School Committee was called to order. School Committee members present: Ms. Ditkoff (Chairman), Ms. Scotto (Vice Chairman), Mr. Chang, Ms. Charlupski, Mr. Glover, Dr. Jackson, Mr. Pollak, Ms. Stone, and Ms. Stram.

Selectmen present: Mr. Wishinsky (Chairman), Mr. Greene, and Ms. Heller.

Selectmen absent: Ms. Daly and Mr. Franco (After consultation with the State Ethics Commission, Mr. Franco has been advised to recuse himself from participation in the site selection process as his participation would violate Section 19 of Chapter 268a.).

Staff present: Dr. Connelly, Mr. Kleckner, Ms. Brewton, and other administrative staff.

Ms. Ditkoff and Mr. Wishinsky welcomed everyone and explained the format. This presentation and discussion will constitute a 1<sup>st</sup> Reading. The Boards, either independently or together, will then hold a 2<sup>nd</sup> Reading/Vote.

Economic Development Director Kara Brewton provided an update on the 9th Elementary School Site Analysis and Timeline (Attachment B). She reviewed the proposed timeline. The additional studies phase will likely require a Committee of Seven Request for Proposals (RFP) Process, adding an additional three months before work can begin. The estimated Schematic and Feasibility Study Phase may be expanded from three to twelve months. A fall 2021 opening assumes: well-defined scope of studies set by February 29, 2016; additional studies conclude by September 15, 2016, including any private property access required; final site selection by October 15, 2016; 24-month construction period; no additional delays due to any Massachusetts School Building Authority (MSBA) process. Other considerations that could further extend the timeline include: delaying decisions on site studies or site selection beyond October 2016; planning with Park and Recreation Commission and/or Conservation Commission; permitting process; Article 97 land use conversion process; participation with the MSBA; unfavorable Town Meeting votes; unsuccessful debt exclusion/override; and design/construction-related delays. Ms. Brewton reviewed the CivicMoxie Criteria for Site Selection. Mr. Pollak, Chairman of the School Capital Improvements Subcommittee, then summarized the pros, cons, and unknowns of the following sites: Cottage Farm School, Centre Street School, Village School (Stop & Shop), Walnut Street School (Old Lincoln), Harvard Street School (TJ Maxx), Isabel School (at Larz), Beverly Road (at Baker), Putterham School, Dane Park, Baldwin/Soule, and Pine Manor.

Comments:

Ms. Scotto: If the Village School proposal is for a single use site, we will need to identify potential space for another market.

Ms. Brewton: Locations have been added as alternatives to Larz Anderson (Beverly Road - at Baker, Putterham School, Dane Park, Baldwin/Soule, and Pine Manor).

Mr. Glover: May be difficult to overcome the Federal Land and Water Conservation Fund restrictions at the Baldwin School site and Larz Anderson. (The restrictions do not cover the entire parcels.)

Ms. Ditkoff: How to proceed? Perhaps group sites by the following: 1) sites worth investing additional funds for due diligence (site planning, traffic, geotechnical, etc.; cost would be \$100,000-\$150,000 per site); 2) sites where more information is needed (Article 97; Federal Land and Water Conservation restrictions; input from Park and Recreation Commission and Conservation Commission; discussions with property owners, e.g., Stop & Shop and Pine Manor; work with Planning and Assessors to fine tune enrollment projections; and 3) sites that we should discuss with the public because they have not been as well publicized.

Mr. Pollak: Work with the Building Department and Building Commission to develop an RFP for a school expert architect. The purpose will be to facilitate site selection. It takes three to four months to hire a designer. We may want to consider a contract that can be continued to the next stage, at our option. There seems to strong interest in the Stop & Shop site. He finds the Baker campus site compelling, although the potential intensity of use at that locale is disconcerting. The Baldwin is already a school site, but may not be ideal in terms of redistricting. There seems to be strong interest in the Putterham and Pine Manor sites.

Mr. Chang: We are short on time and money. Perhaps the Building Commission could start with the four initial sites and give us feedback.

Ms. Stone: Shouldn't do further work on sites that we don't think will be productive. There seems to be agreement on doing more study of the Stop & Shop and Baker sites. Putterham, Baldwin/Soule and Pine Manor have similar challenges. We should get more information (clarify restrictions, owner willingness to sell) before going deeper.

Mr. Pollak: If we are serious about looking at Stop & Shop and Baker, we will need to spend money to understand their viability. We should understand what is possible at Baldwin. He would like to spend money on all three.

Ms. Scotto: Baldwin would not really serve South or North Brookline. The cost of busing would need to be factored into the budget.

Ms. Stram: Check whether the demographics have changed since the last look at potential redistricting. Busing would be required. Would the South Brookline community prefer to build at Baker or have a school that is not walkable?

Ms. Charlupski: Need to get more information on the Article 97 restrictions.

Mr. Wishinsky: Would prefer to focus on the non-Article 97 sites. He would take Centre Street, Harvard Street, and Dane Park off the table. He would deprioritize Cottage Farm and Walnut Street, but not take them off the table.

Ms. Ditkoff: Spend funds on Stop & Shop and Baker to understand some of the possibilities. Discuss scope of work with the Building Commission; issue an RFP. Would get answers back from a study by the end of summer or fall.

Mr. Greene: Talk to the owners of the Stop & Shop property; there is potential for a revitalized store. (Ms. Brewton reported on her conversation with Stop & Shop, the tenant.)

Ms. Heller: Given the complexity of the Stop & Shop site, she would not take Harvard Street off the table. She would take Old Lincoln off the table. We will need it for swing space. She would take Larz Anderson, Putterham and Centre Street off the table.

Mr. Glover: If we continue to look at Stop & Shop, we should look at it with and without a supermarket. He would take Larz Anderson off the table.

Mr. Pollak and Ms. Charlupski: Want to understand more fully what is possible at Baldwin.

Mr. Kleckner: Studies will be funded through the Capital Improvements Program (CIP) Classroom Capacity Account. After covering lease obligations, they believe that the balance would cover two studies. This needs to be vetted with the Building Commission.

Mr. Pollak: Need to go to the Building Commission on Tuesday and explain what we are looking for and what we have for funds. It will take four weeks to draft the RFP.

Ms. Ditkoff: We need to circle back with the Park and Recreation Commission and the Conservation Commission to give them updates and get their input; get in contact with the Stop & Shop property owner; and work with the Assessors and Planning Department on enrollment projections. The Boards will need to take a vote, either together or separately, by the end of the month. The earliest we could meet with the Park and Recreation Commission may be the middle of March.

Mr. Pollak: The Building Department and the Administration and Ms. Dunn need to discuss the scope and start to draft an RFP.

Ms. Stone: The Baldwin site has tremendous potential for use by the schools, but it isn't clear that a 9<sup>th</sup> elementary school would be the best use.

Mr. Pollak: The architect would bring us back information that we could weigh against the other options. The information would be useful if we were to consider another use for the site.

Mr. Greene: Too early to take Baldwin off the table.

Ms. Stram: Is it possible to come up with a redistricting scenario? Ms. Brewton will share CivicMoxie data.

Mr. Pollak, Ms. Charlupski, and Ms. Heller: Need further study on Baldwin.

Ms. Brewton: Not certain the final RFP would be ready by March.

There was consensus that next steps should include discussion with the Building Commission on the study of three sites (Baker, Stop & Shop, and Baldwin) to be funded out of the classroom capacity CIP budget. In parallel, work will continue on several other fronts including legal, enrollment projections, and meetings with other town boards, community groups, and land owners. No formal vote was taken with the understanding that this decision served as a "first reading" and that there will be further process and confirmation once a more defined scope of work for the studies has been defined in an RFP.

The Boards discussed how to proceed with regard to possible Massachusetts School Building Authority (MSBA) participation in the 9<sup>th</sup> Elementary School and/or High School projects. It is not clear if the MSBA would agree to take on additional Public Schools of Brookline projects until after the Devotion project is completed. MSBA participation can add time and certain requirements to a project. Only certain

architects can be used. We need community input. The Advisory Committee will be discussing this issue next week. The state representatives should be kept informed.

**6. NEW BUSINESS**

There was no new business to discuss.

**7. PROPOSED EXECUTIVE SESSION**

By unanimous roll call vote at 10:10 PM, the School Committee entered into Executive Session to conduct strategy sessions in preparation for negotiations with nonunion personnel (principals and senior directors) and to discuss strategy with respect to collective bargaining (Brookline Educators Union-Units A, B and Paras) because the Chairman has declared that an open meeting may have a detrimental effect on bargaining position. Ms. Ditkoff noted that the School Committee will reconvene in open session at the end of the executive session for the purpose of adjourning. By unanimous roll call vote at 11:45 PM, the School Committee reconvened in public session.

**8. ADJOURNMENT**

Ms. Ditkoff adjourned the meeting at 11:45 PM.

Respectfully Submitted,

Robin E. Coyne, Executive Assistant  
Brookline School Committee